

GEORGE BROWN

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REPORT

TO THE

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It is with pleasure that we submit the George Brown College Annual Report for 1990.

Each year presents new challenges for George Brown College as it strives to keep pace with the ever-evolving needs of one of the largest, most multiracial, culturally diverse, and constantly changing communities in Canada.

The past year has been one of many new initiatives and major accomplishments for the College.

Among the highlights of the year was the introduction of a number of new programs—and the expansion of several existing programs—in response to new or growing needs in the community. The College was also successful in developing several articulation agreements as part of its ongoing efforts to establish links with other institutions in the community.

Our new Access and Program Development Division, which consolidates and develops access to the College for all community members, especially non-traditional learners, has started more than 40 new programs and services.

The past year saw the completion and adoption of a comprehensive race and ethnic relations policy for the Collège. The policy has been hailed by a number of institutions as an excellent model.

The College also adopted a special needs policy ensuring access for people with various types of disabilities, as well as for people who are deaf or hard of hearing.

As well, George Brown made significant strides toward establishing itself as a centre of specialization for post-secondary deaf education.

And in response to a rapidly growing part-time student population, the College developed and expanded a large number of part-time services and programs.

All of these initiatives—and others mentioned in this report—demonstrate George Brown's commitment to the community; its attention to the particular needs and nuances of the community; and its willingness to change and adapt in response to that need.

While this report does not attempt to include all College activity and achievements over the past year, it does provide a synopsis of the major initiatives. It also informs the Minister of some issues requiring attention at the system level, such as the government's mechanism for funding colleges and the need for program protection, especially in apprenticeship training.

Above all, we believe this report documents George Brown's ongoing record of excellence as a leader in education and training in this province.



Linda Geluch
Chair, Board of Governors



Douglas Light
President



CHANGING WITH OUR COMMUNITY

"Our mission is to be a
student-oriented, multicultural,
highly diversified, innovative centre
of learning in central Metropolitan
Toronto, providing high quality
education, training, research,
development, and social services
with integrity, professionalism and
a sense of caring."

Change in Toronto isn't just a constant, it's perhaps the only constant. Every year, and often imperceptibly, the city re-creates itself with new faces, new priorities, and new needs. Enough people move to the Toronto area every year from across Canada and around the world to make up their own small city. During the same period, hundreds of new businesses flourish, while others fail, and the city's industries rise and fall, often on the invisible waves of global trade, currency values or interest rates.

This is George Brown's city. We're a vital part of Toronto, and we're evolving along with it. Since it was established more than 22 years ago, one of the College's principal challenges has been to assess the changing needs of its community and respond to them with appropriate programs and services.

As we enter the 1990s, George Brown isn't limiting its assessment of community needs to a traditional student base of secondary school graduates and working adults. Now, and for the future, we aren't counting anyone out. We now play an expanded role, offering everything from daycare services for infants to day-time courses for seniors, from language training for recent immigrants to professional development for the business community.

In the past year, George Brown has launched new full-time programs and part-time courses to meet new demands and interests. We have extended our services to meet needs among previously neglected groups. We have also forged new links with the individuals, groups, businesses and institutions around us that will make us even more responsive in the future. These new initiatives may have started in one year, but they are the results of a longer process of thorough exploration, careful planning and extensive consultation.

Change is a welcome visitor at George Brown — we expect it and plan for it. Staff and their community advisors in virtually all parts of the College attempt to anticipate the needs that arise from changes in the human composition or economic and social structure of the city.

Each new program or service takes George Brown one step closer to answering the changed, and changing, needs of our community. Each of these steps takes it further from a narrow definition of a college's role. And each step takes us closer to a future in which the potential of both George Brown College and the community it serves are more fully realized.

A CHANGING POPULATION

The face of Metropolitan Toronto has been changing over the past decade. The population of the community is older, and comprises people from a wide range of ethnic and racial backgrounds, many of whom speak languages other than English. These are changes that are relatively easy to document.

Results of the most recent census indicate that in 1986 in Metro Toronto, the largest growth was in the 60- to 64-year and the 35- to 39-year age groups, while the largest declines were in the 10- to 14-year and 15- to 24-year age groups. In the five years previous to 1986, 111,485 people moved to Metro Toronto from outside the country, and of the total population, about 27 per cent spoke a language other than English at home. (Source: Statistics Canada)

Less easy to document are other changes that have been taking place in the Metro Toronto community — such as the increasing number of adults who need retraining or upgrading, or who would like to start a second career. Changes in social values have also been emerging in recent years: values such as the equality of women, visible minorities, and people who are deaf or hard of hearing, physically disabled, or who have learning disabilities. Much has been done to ensure not only economic and employment equity, but also equity of access — both physical and intellectual — to all the community has to offer.

As a key player in the Metro Toronto community, George Brown College has responded to and facilitated the changes through its programs and services. As a result, the composition of the College's student population has changed, reflecting the trends in the larger community.

A recent George Brown College survey of first-year students revealed an average student age of 23 years, and that less than half the population had come directly from high school. About 12 per cent of students surveyed were parents, and a significant number of students indicated they were in college to prepare for a career change. (Source: George Brown College 1988 First-Year Student Survey: Analysis and Interpretation of Results, Recommendations, and Possible College Directions)

George Brown students come from a wide range of ethnic and racial backgrounds. Many students face physical challenges, learning disabilities, or language barriers. In 1990, over 36 deaf students enrolled at George Brown. In addition, approximately 145 students with some form of disability — about two-thirds of them with learning disabilities — accessed the College's Special Needs Office.

George Brown College takes its responsibility to the community seriously. By expanding and enhancing its programs and services, George Brown has attracted a diverse range of students who reflect Toronto's changing social dynamic.

PROGRAM DEVELOPMENT

In order to respond quickly and effectively to the changing needs of its community, George Brown College communicates regularly with business sectors, unions, government, community social service agencies, and other relevant community players to determine whether existing programming continues to fulfill current requirements, and whether new programs should be developed and offered to meet an emerging or increasing need. The following programs were introduced or expanded this year:

WORKERS' COMPENSATION CLAIMS MANAGEMENT

The Workers' Compensation Board approached George Brown College to collaborate on a program to prepare college and university graduates to work in compensation claims management, either in government or in the private sector. Complex legislation and the high costs of compensation have caused claims management to become an increasingly important and growing field, with many employers hiring personnel dedicated to the function.

Currently unique in Canada, the one-year, post-diploma program requires all candidates to have a two-year college diploma or a university degree.

SPORTS MARKETING

Increased demand in the marketing industry for specialized skills in marketing sports resulted in the development of a new program called Sports Marketing. Sports is a dynamic industry in Canada and nowhere is it bigger business than in Toronto; making George Brown College a natural source of such specialized training.

The one-year, post-diploma program — the only one of its kind in Canada — was designed, in consultation with industry experts, to effectively train college and university graduates to market sports products, services, teams and events.

OFFICE ADMINISTRATION - DENTAL

The popularity of George Brown's well-established Dental Assistant program, combined with a growing need in the dental profession for specialized personnel, were motivating factors in the development of the Office Administration - Dental program. The one-year certificate program is a joint venture between the College's School of Business and Health Sciences Division.

COLLEGE VOCATIONAL PROGRAM

College Vocational is a two-semester, post-secondary program designed to meet the needs of high school graduates whose credits are at the basic level or low, general level. The program helps students build employment skills and identify an appropriate career.

COLLEGE START

College Start is a 16-week academic upgrading program that prepares students for direct entry into a college program. Individually designed timetables allow students to take only what they need and to audit, even enrol in, one credit course in the program for which they are preparing. In addition, a staff mentoring system provides students with individual assistance and guidance.

CHILD AND YOUTH WORKER

Enrolment quotas were doubled (from 61 to 120) in this program, reflecting the tremendous increase in the need for people to work with troubled youth in the community.

NURSING AND HEALTH CARE

George Brown completed transfer of a 36-week, certificate Nursing Assistant program from its previous location at Toronto General Hospital to newly renovated space at St. James Campus. The Ministry of Education-operated Regional School for Nursing Assistants amalgamated with George Brown according to provincial policy.

The Nursing Assistant program, which leads to provincial registration of graduates, completes the spectrum of nursing programs available at George Brown, including the three-year Diploma Nursing program; full-time and part-time certificate programs for registered nurses who wish to specialize in various areas of health care; and professional upgrading courses for registered nurses.

EARLY CHILDHOOD EDUCATION

George Brown College has the largest Early Childhood Education program in the province. An important feature of the program is the College's operation of community child-care centres which provide on-the-job learning opportunities for students while fulfilling a crucial community need.

George Brown opened three new centres over the last year and began construction of a fourth, which will bring the total of college-operated child-care centres in Toronto to eight, with a capacity to care for almost 400 children.

With a national reputation of excellence, especially in infant and toddler care, the George Brown centres provide a first-rate learning experience for students in both the two-year Early Childhood Education diploma program and the one-year Day Care Assistant certificate program. In addition, the centres provide a source of employment for graduates.

But perhaps their most important impact is on the community. Child care in Toronto is a pressing issue, with a great demand for high quality, centre-based care. The George Brown centres answer a real need with locations established in high demand areas and partnerships with major employers in the Toronto business, fashion and medical communities, along with the Toronto Board of Education and the City of Toronto.

Each of the centres is unique in terms of programming and innovation. All have parent advisory committees to assist in quality control and to ensure that the centres reflect the cultural heritage and ethnicity of the communities they serve.

George Brown College operates the following child-care centres:

1. The Learning Centre at Kensington Campus was opened in 1974 and provides care for 52 children of George Brown staff and students, and employees of Toronto Western Hospital.

2. WaterPark Place in the Corporate Tower on Bay Street was opened in 1986 and provides care for 49 children of employees working at 10 and 20 Bay Street. The facility, with a rooftop playground, is provided by Campeau Corporation.

3. The Fashion District Daycare Centre on Richmond Street was opened in 1987 to care for 52 infants and toddlers of employees who work in the fashion industry. It was established with the fashion industry and the City of Toronto, which provides the building.

4. Queen Street Daycare, located in the Queen Street Mental Health Centre, opened in 1988 and provides care for 44 children of employees at the Centre.

5. A satellite centre of The Fashion District Daycare Centre was opened in 1990 at Ryerson Public School. The Toronto Board of Education provides the facility, where care is provided for 32 senior kindergarten and school age children.

6. The Esther Exton Child-Care Centre at The Baycrest Centre for Geriatric Care was opened in 1990 and features an intergenerational program (patients visit, and are visited by, the children), providing care for 52 children of Baycrest employees and George Brown staff and students.

7. Scotia Plaza Daycare Centre, located in a renovated heritage building on Yonge Street, opened in 1990 and provides care for 52 children of employees at the Scotia Plaza.

8. The Nightingale Daycare Centre at Nightingale Campus is slated for opening in October 1990. Operated in co-operation with Mount Sinai and Toronto hospitals, the Michener Institute and the Ministry of Community and Social Services, the centre will provide care for 52 children of employees of those institutions and George Brown students. The centre has also received a special federal grant enabling it to offer extended hours of care, from 6:30 a.m. to 8 p.m. daily.

ARTICULATION

As part of its efforts to establish meaningful links with the community, George Brown has been active in initiating partnerships with other academic institutions in order to develop articulation agreements. Such agreements allow students much more freedom in moving from one educational institution to another, and to receive credit where appropriate.

George Brown made significant strides in this area over the past year.

Agreements were signed with the Metro Toronto Separate School Board and the York Board of Education, and an agreement with the Toronto Board of Education is in the process of being finalized.

In addition, George Brown is in negotiation with York University and Ryerson Polytechnical Institute to arrange for direct entry and advanced standing for graduates in selected programs. George Brown students in areas such as Community Services, Printing Technology, and General Arts and Science already have the option of obtaining credit for their college studies towards a degree.

Under the provincial School-Workplace Apprenticeship Program — SWAP — George Brown currently provides credit for students of a number of area school boards interested in pursuing careers in the construction trades and the hospitality industry through apprenticeship training.

ACCESS DIVISION

George Brown believes that everyone in the community should have the opportunity not only to enrol, but to succeed at George Brown.

In working toward that goal, George Brown created the Access and Program Development Division in 1989 to accentuate the College's commitment to access for all community members, especially non-traditional learners. This access would be ensured through the consolidation and development of a variety of programs and services such as assessment, career counselling, preparatory and remedial programs, support services, exit counselling, services for students with special needs and community outreach.

Since then, the division has started more than 40 new programs or services, including:

CAREER COUNSELLING AND ACCESS SERVICES

Instead of sending rejection letters to College applicants who do not meet the qualifications for their programs, George Brown College now advises potential students to call for an interview to determine whether another program or service might be appropriate. Career Counselling and Access Services conducted 160 such interviews in the spring, and 60 people who would normally have been rejected by the College chose to enrol in alternative programs.

STUDENT SUCCESS NETWORK

To ensure student success and increase retention, a College-wide Student Success Network was created, made up of students, faculty, support staff and administrators. During its first year, the Network promoted a faculty advising or mentoring system for students, and activities such as orientation programs.

A focus group of students from a variety of programs who candidly discussed their college experiences resulted in a number of recommendations for action, including production and distribution of a newsletter promoting student success initiatives; the creation of Campus Community Life Committees to promote student and staff involvement; and the conducting of further research into specific reasons for attrition, by program, at George Brown.

LINKS WITH COMMUNITY GROUPS

George Brown's commitment to establish links with its diverse community is reflected in its efforts to reach out to that community. One of the ways that is done is through the joint creation of training programs in the community.

George Brown now has 35 affiliate training programs offered off-campus in partnership with community groups such as YWCA, Immigrant Women's Job Placement Centre, and the Labour Council of Metro Toronto. Students — many of them non-traditional learners who might normally never set foot inside a college — learn in their own setting; their own community.

For example, George Brown entered into a partnership with the Metro Toronto Housing Authority to deliver the Ontario Basic Skills program on location at a local housing authority complex for the people who live there.

MULTICULTURAL INITIATIVES

George Brown College is located in the most multi-racial and multicultural area of Canada. About 75 per cent of all people belonging to visible minority groups in Ontario live in the Metro Toronto area.

In response to its multicultural community, George Brown has developed and adopted a comprehensive race and ethnic relations policy. Considered to be at the forefront of post-secondary institutions in taking steps to eliminate race or ethnic bias, George Brown's policy has been hailed by a number of outside institutions and government bodies as an excellent model.

The policy was two years in the making, with an exhaustive consultation process involving the participation of hundreds of staff members, students, and representatives of racial and ethnic communities in Toronto.

The policy requires a review of the entrance criteria, curriculum, teaching material, testing and assessment methods of all programs, as well as of library holdings; anti-racism classes in all full-time programs; and employment targets for all levels of College staff, based on the racial, ethnocultural and linguistic composition of the available workforce.

The implementation stage will begin with each department identifying goals in areas such as curriculum review, assessment criteria, staff development, and handling of complaints.

SPECIAL NEEDS POLICY

The special needs of individuals in the community who must overcome particular barriers in order to achieve educational and employment success are particularly important to George Brown College.

While the needs of people with physical disabilities are evident, there is a much larger group of people whose need for accommodation by the College is less visible but just as important — such as people with learning disabilities. In fact, one person in ten in the general population has some form of special need.

As a result, the College has developed a policy on special needs, ensuring access — in every sense of the word — to those who have various forms of disabilities or who are deaf or hard of hearing. Steps such as special programs, and services that range from personal educational attendants to special computer software, will enable all students and staff with special needs to participate fully in the educational, social and cultural life of the College.

The policy was created by an advisory committee made up of representatives of various organizations involved with people with disabilities — and representatives of deaf associations — in consultation with George Brown staff.

DEAF CENTRE OF SPECIALIZATION

With about 36 students and four faculty members who are deaf or hard of hearing, and the development of a number of programs and services specifically tailored to the deaf, the College has been evolving as a centre for post-secondary deaf education.

George Brown has demonstrated its commitment to the deaf community by announcing its intention to become a Centre of Specialization for Post-Secondary Deaf Education.

The first step toward that end was the development of a College Preparation program for deaf and hard-of-hearing students who are not academically ready for a mainstream college program or are unsure of their academic or career direction. The new, 34-week certificate program is unique in Canada and is quickly gaining a national reputation.

The second step is to establish articulation agreements with U.S. universities and colleges that have special services for the deaf, to set up transferability and credit for George Brown students. Negotiations are underway with the Rochester Institute of Technology (associated with the National Technical Institute for the Deaf); Gallaudet University, a deaf university in Washington; and Madonna College in Detroit. All three institutions have expressed an openness to the possibility of articulation, and all parties are now engaged in curriculum comparison.

EMPLOYMENT EQUITY

George Brown College completed the first year of a five-year employment equity plan that will improve the representation of women in areas of the College where they are underrepresented. The plan sets numerical targets, as well as specific supportive activities. The first year of implementation was a successful one, with objectives met in most areas and even exceeded in some.

George Brown also completed the first phase of a census to identify the number and representation of members of "designated disadvantaged" groups working in the College. All full-time and part-time staff were requested to fill out questionnaires asking if they have a disability, and if they are members of a racial minority or an aboriginal or native group. A second phase must be completed before a profile of College staff, relative to the racial and ethnocultural composition of the Metro Toronto community, can be developed.

WOMEN'S SAFETY COMMITTEE

In response to the massacre of 14 women at the University of Montreal in December 1989, the College established a Women's Safety Committee to help make George Brown campuses safe for all students, particularly women.

Using the Women's Safety Audit Kit, developed by the Toronto group METRAC (Metro Action Committee on Public Violence Against Women and Children), audits of all campuses are planned to raise staff awareness of safety issues and to identify and rectify potential danger spots.

PART-TIME SERVICES

Over the last five years, the size of George Brown College's part-time student population has doubled. The rapid growth in interest, and a corresponding increase in programming, indicates there are a large number of people in the community who are interested in further training or retraining, but are not able to attend school full-time.

Many of these are people who, because of technological advancement in the workplace, find themselves in need of retraining. Others want to progress in their chosen careers but need to develop their skills in certain areas. Still others are preparing for a career change.

George Brown College has continued to expand and enhance its part-time curriculum in response to this increased interest, offering a wide variety of programs, many issuing a certificate upon successful completion. More recently, there has been a growing recognition that part-time students need and deserve many of the services that have traditionally been offered only to full-time students.

Part-time students now have access to many College services, with extended hours offered in the Test Centre, Information Services, and Career Counselling. A student handbook, newsletter, and a number of free workshops — such as career planning, and stress and time management — are available to part-time students. Student guides and information clerks to direct students around the College and to answer questions are in place at all four campuses during the evenings.

FINANCIAL CONCERNS

The 1989 Report to the Minister described in some detail the most pressing of George Brown's financial concerns. Many of those issues continue to threaten the College's ability to deliver programs and services that meet the needs of its community, and the training needs of Ontario's employees. The Ministry of Colleges and Universities must be acknowledged, however, for some specific support.

Ministry recognition of the serious issue of remediation was evident in the first-ever allocation of a remediation grant.

Remediation — particularly for Metro-area colleges which grapple with an ever-increasing number of students who require help in acquiring language skills so they can successfully complete their programs — represents a significant expenditure. This kind of government financial support should continue.

George Brown also acknowledges the infusion of funding to support equipment for technology programs. With a large technology base, George Brown must struggle to keep equipment up to date, and this extra infusion of technology dollars has assisted in that struggle.

In addition, George Brown was pleased to see government action on the program weighting issue.

Concerns remain, however, about the continued erosion of the College's funding base through cutbacks in direct training funding from the federal government.

As well, the College continues to be concerned about the pending arbitration decision regarding Group 1, Group 2 teachers. With what is likely the largest number of Group 2 teachers in the system, George Brown faces additional annual expenses of between \$1-million and \$2-million if the separate category is eliminated. It is hoped that, in the event of such a decision, the provincial government will assist those colleges who are severely disadvantaged financially.

In the interests not only of George Brown College, but also of having a well-trained workforce in the future, George Brown would also like to call government attention to the importance of program protection, especially in the area of apprenticeship training. Given the scarcity of resources, it is important that the financial viability of existing programs not be eroded by the establishment of duplicate programs nearby. Such duplication, with limited financial resources, could affect the ability of both colleges to sustain high-quality programs.

Ontario and George Brown have invested considerable amounts of space, equipment and human resources for apprenticeship training at George Brown. Any duplication or any erosion in the level of apprenticeship training at George Brown, either by other public sector institutions or by training for the private sector, threatens the financial viability of George Brown programs and, ultimately, the province's investment in apprenticeship training.

A COMMITMENT TO CHANGE

George Brown College is committed to change, not for its own sake, but because we have to change constantly if we are to continue serving the needs of our community with appropriate programs and services.

We try to predict, and react to, certain forces that will alter the life and livelihood of our community, such as demographic changes, federal government immigration policies, and long-term sociological and economic trends that change the shape of family life. Other forces that have a direct impact on our city, such as the growth and retraction of our national and local economy, and the introduction of international trade and tariff agreements, are harder to foresee.

Without a high degree of flexibility, George Brown would be just a victim of these forces — offering the wrong educational opportunities to the wrong people or at the wrong time. Our ability to alter our program mix relatively quickly to suit contemporary needs is the key to serving our community.

To accomplish this goal, to play a dynamic role in community development and support in a city such as Toronto, requires an appropriate degree of internal stability. This stability, in turn, requires the full support of our colleagues in the provincial government. Decisions regarding program funding weights, capital grants, the treatment of remediation, continuing education, and apprenticeship programs are clear messages to colleges and the people they serve. In effect, adequate funding and support tells us to go ahead and extend our hand to ignored or poorly served sectors of our communities.

George Brown is committed to innovation and program development. Our track record is one of community involvement and partnership with grass-roots agencies, ethnic groups, organized labour, businesses and industries. We will continue to build on these successes in the future, and seek new ways to extend and strengthen our links to the community.

Every year, George Brown changes to better serve the people of Toronto. With the support of the provincial government, we will continue this evolutionary process and realize the rich potential we know exists in our college and our city.

STUDENT ENROLMENT 1980-1990

FULL-TIME PROGRAMS

APPRENTICESHIP (in training days)

89/90: 185,897
88/89: 194,902
87/88: 177,773
86/87: 156,441
85/86: 148,313
84/85: 171,427
83/84: 198,175
82/83: 201,744
81/82: 186,308
80/81: 182,883

CEIC DIRECT (in training days)

89/90: 263,016
88/89: 242,879
87/88: 331,086
86/87: 431,061
85/86: 524,892
84/85: 513,043
83/84: 467,894
82/83: 500,336
81/82: 478,386
80/81: 524,748

POST-SECONDARY (in weighted funding units)

89/90: 6,484.26
88/89: 6,637.43
87/88: 7,015.30
86/87: 7,435.58
85/86: 6,898.18
84/85: 6,809.84
83/84: 6,568.79
82/83: 5,941.47
81/82: 5,385.25
80/81: 4,704.02

TUITION SHORT (in weighted funding units)

89/90: 1,814.23
88/89: 1,684.99
87/88: 1,527.88
86/87: 1,575.33
85/86: 1,421.20
84/85: 1,434.30
83/84: 1,783.53
82/83: 1,658.58
81/82: 1,922.50
80/81: 1,892.72

CONTINUING EDUCATION COURSES

CONTINUING EDUCATION, FULLY-FUNDED (in funding units)

89/90: 1,212.85
88/89: 1,222.88
87/88: 1,094.20
86/87: 1,066.79
85/86: 1,023.22
84/85: 877.86
83/84: 820.91
82/83: 777.41
81/82: 838.07
80/81: 758.36

CONTINUING EDUCATION, UNFUNDED (in student contact hours)

Figures are from the Summary of
Part-Time Activity Report.

89/90: 636,896
88/89: 683,569
87/88: 575,442
86/87: 546,757
85/86: 577,153
84/85: 492,902
83/84: 527,361
82/83: 559,901



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George Brown



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